
Self-Efficacy and Motivation of Learners In A Multigrade Classroom

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ABSTRACT

The study aimed to determine the level of self-efficacy and level of motivation in a multigrade classroom among 102 learners in Pig-awakan Elementary School and Panuluan Hu Kabuwaran Hi Apu Manisigid. The research used adapted and modified survey questionnaires to determine the learners' level of self-efficacy and motivation. A descriptive-correlational research design was employed in the study to correlate the learners' level of self-efficacy and level of motivation. Descriptive statistics and the Pearson Correlation Coefficient were utilized to analyze the quantitative data. The finding of the study revealed that the learners' level of self-efficacy on the following dimensions: Enlisting Resources, Self-Regulated Learning, Leisure Time Skills, and Extracurricular Activities, Social Efficacy, Self-Assertive, and Enlisting Parental and Community Support, were outstanding. Moreover, the results have also revealed that the learners' level of motivation in the aspect of Learning Community and Individual Accountability is very high. Furthermore, the findings of the study reported that the learners' levels of self-efficacy and motivation have a positively moderate correlation. Therefore, it is found to have a significant relationship. Based on the study's findings, the researchers concluded that when the learner's self-efficacy increases, so does the learner's motivation.

KEYWORDS: *self-efficacy, motivation, multigrade*

INTRODUCTION

A multigrade classroom is a familiar environment for learners as it was introduced into Philippine education long ago. It is a classroom in most rural areas wherein 2-3 grade levels are merged in one setting, resulting in a diverse environment wherein students have different skill sets, levels of experience, and varied pacing, and handled only by a single educator. Promoting a multigrade classroom is due to insufficient learners at different levels to occupy the separate classes, the low employment rate of teachers, and the inadequate budget for the construction of classroom/s.

Learners' self-efficacy and motivation are subject to concerns concerning the complexity of multigrade classes. Whether the learners are receiving parental and social support, have honed their skills, and have gained confidence in achieving their goals. Also, motivation is an agent that increases learners' performance, and thus, when exposed to a more diversified learning community, they can either be motivated and accountable for cooperating or not.

Multigrade classes can be beneficial for learners, for it pushes collaborative and cooperative learning between them. When it comes to learning, the older ones can get something from the lessons provided to the younger ones, while the latter can clarify their understanding of the subject matter to the former. The educational experience and the cognitive development of the learners may differ due to the variation in age, gender, and grade level; however, this development can be best seen when their level of self-efficacy and motivation in a multigrade classroom is being assessed and gained support not just from the teacher but also from the institution and community.

Erden (2020) stated that multigrade education issues and challenges arise rapidly. Learners' performance in the classroom has slowly deteriorated because of the differences in age, gender, and the interaction of different cultures, which prevent learners from learning and acquiring the required competencies. Moreover, Naparan and Alinsug (2020) reported that in a classroom with varied grade levels, it is essential for teachers in multigrade settings to be well-prepared to encourage the pursuit of knowledge and ensure that there is proper time management of the student's learning process. Additionally, self-related cognitions are a vital component of the motivation process. Hence, self-efficacy has an impact on becoming ready for action and learning. Levels of self-efficacy can either support or undermine motivation. Learners who lack self-efficacy have gloomy views about their chances of success and growth as individuals (Bacane, 2019).

Various studies have supported self-efficacy and motivation having a strong relationship such that they influence each other. Self-efficacy can affect the achievement and performance of the learners inside a multigrade classroom in their ability to manage their conduct and remain motivated in pursuing their objectives. Furthermore, learners' motivation may vary from person to person; thus, the factors that affect it can be determined by their learning community in the institution and their accountability for their learning.

STATEMENT OF THE PROBLEM

The study generally aimed to investigate the level of self-efficacy and level of motivation among learners in a multigrade classroom.

Specifically, this sought to answer the following questions:

1. What is the level of self-efficacy of learners in a multigrade classroom in terms of;
 - a. Enlisting Resources;
 - b. Self-regulated Learning;
 - c. Leisure Time Skills and Extracurricular Activities;
 - d. Social Efficacy;
 - e. Self-assertive; and
 - f. Enlisting Parental and Community Support?
2. What is the level of motivation of learners in a multigrade classroom in terms of;
 - a. Learning Community; and
 - b. Individual Accountability?
3. Is there a relationship between the self-efficacy and motivation of learners in a multigrade classroom?

HYPOTHESIS OF THE STUDY

From the problem stated above, the hypothesis was formulated and tested at 0.01 level of significance:

H₀₁: There is no significant relationship between the self-efficacy and motivation of learners in a multigrade classroom.

METHODOLOGY

The research utilized a descriptive-correlational design to determine the relationship between the self-efficacy and motivation of learners in a multigrade classroom. The study was conducted at Pig-awakan Elementary School among 58 learners and in Panuluan Hu Kabuwaran Hi Apu Mansigid with 44 officially enrolled students for the school year 2022-2023. The total number of participants is 102, intentionally selected according to the study's aims. Additionally, the researchers used an adapted and modified survey questionnaire from the work of Bacane (2019), Quinn (2006), and Simonson (2015), which were pilot-tested via floating to 75 participants in Kitanglad View Adventist Elementary School and Lower Bayabason Adventist Elementary School, in determining the learners' level of self-efficacy and motivation, respectively. Descriptive statistics were employed to interpret the quantitative data obtained from the survey questionnaires. Also, the Pearson Correlation Coefficient was used to determine any significant relationship among the investigated variables.

RESULTS AND DISCUSSION

Table 1. Level of Self-efficacy of Learners in A Multigrade Classroom

DIMENSIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Enlisting Resources	4.48	Always	Outstanding
Self-Regulated Learning	4.43	Always	Outstanding
Leisure Time Skills and Extracurricular Activities	4.09	Frequently	Very Satisfactory
Social Efficacy	4.33	Always	Outstanding
Self-Assertive	4.34	Always	Outstanding
Enlisting Parental and Community Support	4.51	Always	Outstanding
Overall Mean	4.36	Always	Outstanding

Legend:

Scale Range	Description	Qualitative Interpretation
4.21-5.00	Always	Outstanding
3.41-4.20	Frequently	Very Satisfactory
2.61-3.40	Sometimes	Satisfactory
1.81-2.60	Rarely	Fairly Satisfactory
1.00-1.80	Never	Did Not Meet the Expectations

Table 1 shows the dimensions of the level of self-efficacy of learners in a multigrade classroom. The table revealed an overall mean of 4.36, indicating "always" on enlisting resources, self-regulated learning, social efficacy, self-assertiveness, and enlisting parental and community support, and "frequently" on leisure time skills and extracurricular activities. This implies that the learners' self-efficacy in a multigrade classroom is outstanding. The findings are supported by Pratiwi and Hayati (2020), who reported that self-efficacy was discovered to be one of the critical elements in students' effectiveness in solving the issue. Their level of self-efficacy influences student problem-solving. Individuals with high self-efficacy are cognitively motivated to act more persistently and deliberately, especially when there is a clear sense of what has to be accomplished. Ahmad and Safaria (2013) further added that it is clear that one's feeling of self-efficacy affects how one feels, thinks, and behaves. Competence in this thinking- a well-defined attitude—is the basis for performance in many contexts, supported by our thinking. For action, individuals with high self-efficacy are more motivated to try to undertake activities and maintain activities.

Table 2. Level of Motivation of Learners in a Multigrade Classroom

DIMENSIONS	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Learning Community	4.64	Strongly Agree	Very high level of motivation
Individual Accountability	4.56	Strongly Agree	Very high level of motivation
Overall Mean	4.6	Strongly Agree	Very high level of motivation

Legend:

Interval	Description	Qualitative Interpretation
4.21-5.00	Strongly Agree	Very high level of motivation
3.41-4.20	Agree	Highly level of motivation
2.61-3.40	Undecided	Moderate level of motivation
1.81-2.60	Disagree	Low level of motivation
1.00-1.80	Strongly Disagree	Lowest level of motivation

Table 2 shows the findings on the level of motivation of learners in a multigrade classroom, with its dimensions. The table revealed a general mean of 4.6, indicating they "strongly agree" on learning community and individual accountability. The findings are supported by Filgona et al. (2020), suggesting that the most crucial aspect of learning is probably the learners' motivation. While uninterested students may learn little or nothing and usually find teaching difficult and irritating, highly motivated students are likely to learn quickly and make any class fun to teach. The beginning and continuation of learning activities are enhanced by motivation. It lengthens the amount of time that students spend on tasks and significantly impacts their learning and accomplishment.

Table 3. Correlation between Self-efficacy and Motivation of Learners in a Multigrade Classroom

Self-efficacy	Motivation	
	Pearson r value	Significance
Enlisting Resources	.346**	.000
Self-Regulated Learning	.315**	.001
Leisure Time Skills and Extracurricular Activities	.529**	.000
Social Efficacy	.379**	.000
Self-Assertive	.464**	.000
Enlisting Parental and Community Support	.231**	.019

**Correlation is significant at the 0.01 level (2-tailed).

The relationship between the level of self-efficacy and the level of motivation among learners in a multigrade classroom is highlighted in Table 3. The table revealed that each self-efficacy scale correlated significantly ($p < 0.01$) and positively with each of the learners' motivation, indicating that the learners' self-efficacy is aligned with their level of motivation in a multigrade classroom. The association between leisure time skills and extracurricular activities and motivation gives off a correlation value of .529, and the association between individual accountability and self-efficacy obtained a value of .562, in which both have the highest correlation. Enlisting parental and community support (.231) to the motivation and the learning community (.417) to the self-efficacy got the lowest correlation.

The study's result implies a significant relationship between the learners' self-efficacy and level of motivation. Kheirkhah et al. (2016) argued that a person's emotions might be affected by disordered motivation, leading to difficulties, including pessimism, stress, and despair. There will be disillusionment, resistance, and educational failure if the person is not adequately motivated to pursue their study. Success is more likely when self-efficacy and motivations are compatible. It was further supported by Bryant et al. (2017), whose study stated that the objectives people set for themselves, the amount of effort they put in, how long they endure in the face of challenges, and how resilient they are to failures are all factors that self-efficacy beliefs influence. According to the findings, efficacy beliefs have a significant impact on motivation. Academic success requires both self-efficacy and motivation, as students need more motivation to succeed.

CONCLUSION AND RECOMMENDATION

The researchers concluded that the learners in the multigrade classroom, in terms of the level of self-efficacy in the aspects of enlisting resources, self-regulated learning, leisure time skills and extracurricular activities, social efficacy, and self-assertiveness, were outstanding and very satisfactory for enlisting parental and community support. On the other hand, the learner's level of motivation in terms of the learning community and individual accountability is very high. Moreover, both self-efficacy and motivation have a significant positively moderate correlation.

The researchers suggest that the community must take part in their children's learning, and government funding must be administered to support the necessary needs of the learners for better fostering their education, such as a library and a place to study without distraction. Furthermore, extracurricular activities such as work in the school newspaper may be implemented so learners can hone their writing skills. School administrators must treat the learners equally in a single-grade classroom, providing multigrade classroom handbooks, lesson plans, and activities intended for multigrade classes. Students must also be allowed to participate in extracurricular activities to hone their individual accountability, such as social skills. Multigrade courses provide opportunities for the learners to learn and teach their peers. Thus, monitoring and visiting multigrade learners in their classes are greatly appreciated. It is also essential to correct assumptions about the effective learning avenue as having a significant advantage since they greatly value autonomous learning and collaboration with their peers, regardless of age, gender, and grade level. Ultimately, research on multigrade classrooms from the perspectives of students and teachers is highly recommended.

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